

Building Community (Days 1 – 15)

Day 5: *Follow the Leader Parade*

Time: 15 minutes

Objective: Build community by practicing shared movement, cooperation, and joyful group participation.

PTKLF Alignment: 2.2 Spatial Awareness, 3.1 Physical Activity Participation

Equipment Needed: None

Set Up: Children begin spread out around the play space.

Play: Explain that the class will go on a 'movement parade' and everyone will take a turn to be the leader.

Choose one child to start as the Parade Leader. The leader selects a simple movement (marching, tiptoeing, arm circles, gentle stomps).

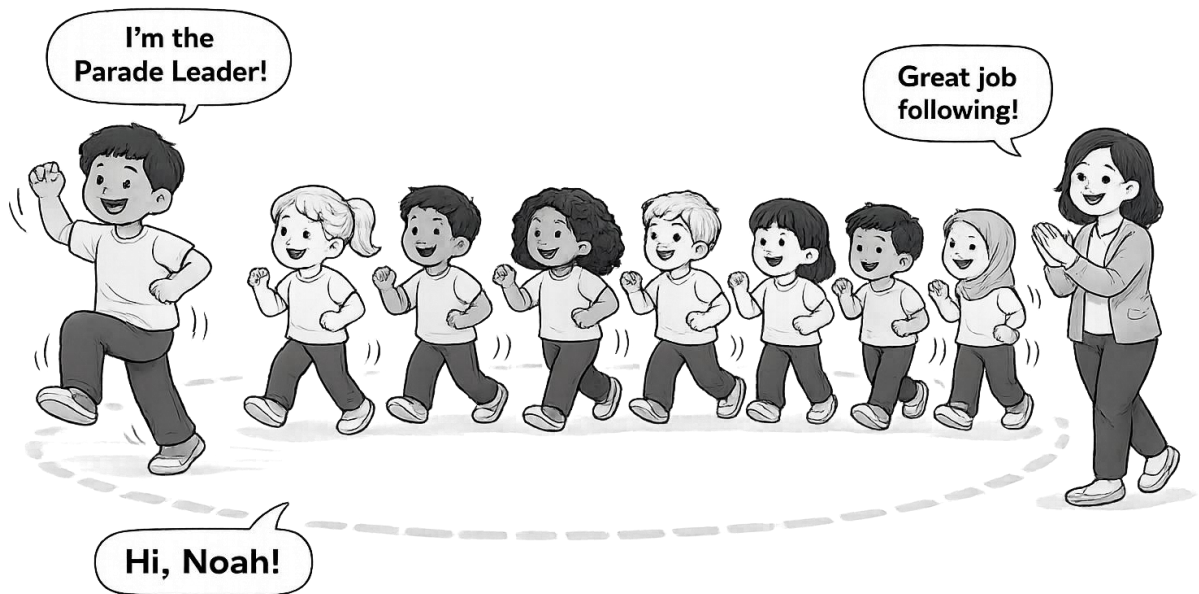
The whole class follows behind in a loose parade — no lines or precision needed. After 20–30 seconds, call out “New Leader!” and choose another child.

Continue until every child has had a turn to lead. End with a 'Parade Freeze' where everyone stops in a silly pose.

Parting Thoughts:

“What movement did you enjoy following today?” “As a follower, did you copy the leader’s movements? Why is that important?” “Can you show us your silly pose?”

Day 5: Follow the Leader Parade



Jump Rope Skills (Days 71 - 80)

Day 73: *Pattern Pathways*

Time: 15 minutes

Objective: Children combine stepping, jumping, hopping, and leaping patterns using rope lines and shapes.

PTKLF Alignment: 1.7 Gross Motor Manipulative Skills; 2.3 Directional Understanding; 2.4 Directional Movement; 2.5 Object Placement

Equipment Needed: 1 short jump rope per child.

Set Up: Children scattered in the playing area and have them place rope in their choice of line or shape in front of them.

Play:

Review jump rope safety and locomotor skills.

Play several rounds that focus on working with the jump ropes.

Round 1: Challenge students to move throughout the playing area, stopping at a shape, and walk the path of each rope (stepping beside the rope not on it or the rope could roll and they fall).

Round 2: Challenge students to stop at various ropes and jump in and out of shapes or over lines three times before moving to the next one (do the same with hop, leap, and step).

Round 3: Give students patterns of three to perform over each rope. Example, "Step in, jump inside, step

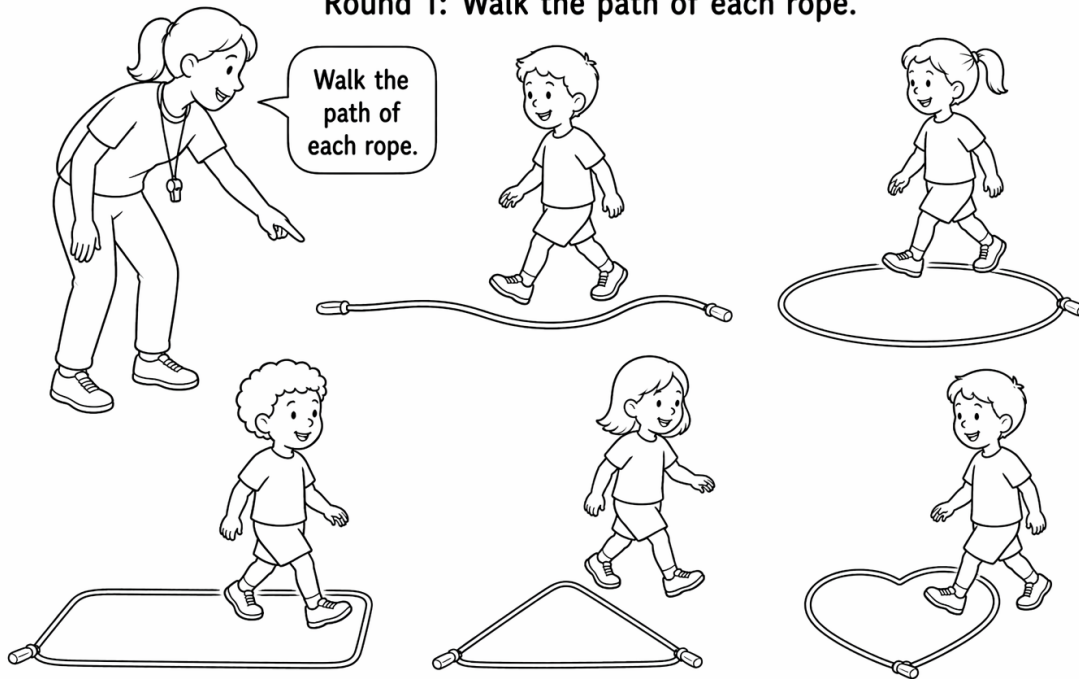
out.” Let them create their own pattern of three. They may stop at any rope not being used by another person.

Parting Thoughts:

“Which way do you like to move over the rope?”

Day 73: Pattern Pathways

Round 1: Walk the path of each rope.



Overhand Throwing Lessons (Days 101-110)

Day 101: *Explore the Overhand Throwing Motion (No Target)*

Time: 15 minutes

Objective: Children explore the basic overhand throwing motion.

PTKLF Alignment: 1.7 Gross Motor Manipulative Skills; 1.8 Fine Motor Manipulative Skills

Equipment Needed: Fluffballs

Set Up: Children line up on a line all facing the same direction.

Play:
Review expectations for using the fluffballs (keep it to yourself, be aware of others retrieving their fluffballs, controlled throws – people are not targets).

Practice passing from hand-to-hand without throwing it.

Practice passing the fluff ball around body parts from hand to hand (ankles, shins, knees, thighs, waist, stomach, head).

Demonstrate and explain an overhand throw using verbal cues, “side, T, step, point.” Practice the throwing motion without fluffballs.

Side = turn the opposite side of your throwing hand to target or in the direction you are throwing.

T = form a T with your arms first, pointing at your target or in the direction you are throwing with your non-throwing hand, then make an L with your throwing arm.

Step = step with opposite foot of your throwing hand toward the target or in the direction you are throwing.
Point = point at your target or in the direction you want to throw on your follow-through.

Practice overhand throws with fluffballs forward to open space on teacher's cue, retrieve fluffballs and repeat. Practice several times.

Play "Throw & Go." Using the same procedures in #4, throwers earn one point for a successful throw through the air in the correct direction. (Pretend to put earned points in their pockets after each throw).

Parting Thoughts:

"How did you make your throw go in the right direction?"

Day 101: Explore the Overhand Throwing Motion (No Target)

